

A Thesis

**THE EFFECTIVENESS OF GROUP INVESTIGATION TO
TEACH SPEAKING VIEWED FROM STUDENTS' SELF-
CONFIDENCE**

**(An Experimental Study at SMA Muhammadiyah 2 Yogyakarta in the
Academic Year of 2014/ 2015)**



By:

Fenti Saktiyani

S891308015

**ENGLISH EDUCATION DEPARTMENT GRADUATE PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA**

2015

commit to user

APPROVAL

THE EFFECTIVENESS OF GROUP INVESTIGATION TO TEACH SPEAKING VIEWED FROM STUDENTS' SELF-CONFIDENCE

(An Experimental Study at the Tenth Grade of SMA Muhammadiyah 2 Yogyakarta in the
Academic Year of 2014/2015)

By

**Fenti Saktiyani
S891308015**

This thesis has been approved by the consultant of English Education Department
Graduate School of Teacher Training and Education Faculty of
Sebelas Maret University, Surakarta, in 2015

Consultant I



Dr. Ngadiso, M.Pd
NIP. 19621231 198803 1009

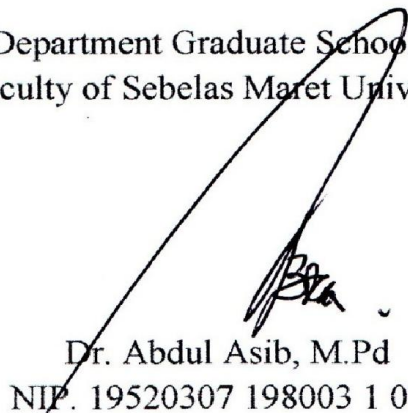
Consultant II



Dr. Slamet Supriyadi, M.Pd
NIP. 19621110 198903 1003

Known by

The Head of English Education Department Graduate School of Teacher Training and Education
Faculty of Sebelas Maret University



Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1 005

LEGITIMATION

THE EFFECTIVENESS OF GROUP INVESTIGATION TO TEACH SPEAKING VIEWED FROM STUDENTS' SELF-CONFIDENCE

(An Experimental Study at the Tenth Grade of SMA Muhammadiyah 2 Yogyakarta
in the Academic Year of 2014/2015)

By:

FENTI SAKTIYANI
NIM S891308015

This Thesis has been approved by the Board of Thesis Examiners of English
Education Department of Graduate Program
of Teacher Training and Education Faculty Sebelas Maret University Surakarta
On February, 2015

Board of Examiners

Chairman : Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1 005

Secretary : Dra. Dewi Rochsantiningsih, M.Ed, Ph.D
NIP. 19600918 198702 2 001

Examiners I : Dr. Ngadiso, M.Pd
NIP. 19621231 198803 1 009

Examiners II : Dr. Slamet Supriyadi, M.Pd
NIP. 19621110 1989 03 1 003



.....

.....



.....

.....

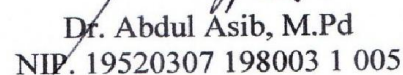
Legalized by



Dean of Faculty of Teacher Training and
Education of Sebelas Maret University,

Prof. Dr. M. Furqon Hidayatullah, M.Pd
NIP. 19600727 198702 1 001

Head of English Education Department
of Graduate School of Teacher Training
and Education Faculty of Sebelas Maret
University,



Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1 005

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “The Effectiveness of Group Investigation to Teach Speaking Viewed from Students’ Self-Confidence (An Experimental Study at the Tenth Grade of SMA Muhammadiyah 2 Yogyakarta in the Academic Year of 2014/2015)”. It is not plagiarism or made by others. Anything related to others’ work is written in quotation, the sources of which are listed on the references.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, January 2015

Fenti Saktiyani

ABSTRACT

Fenti Saktiyani, S891308015. *The Effectiveness of Group Investigation to Teach Speaking Viewed from Students' Self-Confidence* (An Experimental Study at the Tenth Grade of SMA Muhammadiyah 2 Yogyakarta in the Academic Year of 2014/2015). First Consultant: Dr. Ngadiso, M.Pd; Second Consultant: Dr. Slamet Supriyadi, M.Pd. Thesis. English Department, Graduate School, Sebelas Maret University, Surakarta, 2014.

This research is aimed at finding out whether: (1) group investigation is more effective than direct instruction in teaching speaking at the tenth grade students of SMA Muhammadiyah 2 Yogyakarta in the academic year of 2014/2015; (2) ten grade students having high self-confidence have better speaking skill than those having low self-confidence; and (3) there is an interaction between teaching method and students' self-confidence to teach speaking.

The researcher employed experimental study in conducting this research. The population of this research was tenth grade students of SMA Muhammadiyah 2 Yogyakarta in the academic year of 2014/2015. The sample consisted of two groups; experimental groups (X MIA 5) consisting of 28 students and control group (X MIA 3) consisting of 28 students. Those two groups were taken by using cluster random sampling. The researcher used self-confidence questionnaire and speaking test as the test instrument of this research. The researcher carried out several steps for collecting data, namely: The first step was giving the questionnaire to the students to measure their self-confidence. The second step was treatment where the teaching method was applied in eight meetings of each class. The third step was post test. The students were given post test using speaking test. The research data were gained using speaking test and self-confidence questionnaire. They were analyzed in the terms of descriptive statistics and inferential statistics including normality and homogeneity. The data was analyzed using ANOVA test (Multifactor Analysis and Variance) and Tukey test.

The research findings indicate that: (1) group investigation is more effective than direct instruction to teach speaking in the tenth grade students of SMA Muhammadiyah 2 Yogyakarta in the academic year of 2014/2015; (2) the students having high self-confidence have better speaking skill than those having low self-confidence; and (3) there is an interaction between teaching methods used in this research and the students self-confidence levels in teaching speaking.

Regarding to the research findings, it can be concluded that group investigation is effective to teach speaking at the tenth graders of SMA Muhammadiyah 2 Yogyakarta in the academic year of 2014/2015. This result of the research recommends for the teacher to use group investigation method as an alternative teaching methods in teaching speaking skill. It also recommends that the further researcher can use this research as the reference of the research.

Keywords : *speaking, group investigation, direct instruction, self-confidence, experimental study*
commit to user

MOTTO

Positive, Persistence, Pray

(Fenti Saktiyani)



commit to user

DEDICATION



This thesis is dedicated to:

- My mother, Buchoinah Nur Chasanah, and my father, Mulyadi, thank you for your love, support, and prayer.
- My beautiful sister, Farida Purwaningrum, thank you for supporting me and always listening all of my happiness and sorrow.
- My beloved brother, Deta Triyawan, thank you for inspiring me to be better person.

ACKNOWLEDGEMENT

All praises be to Allah the Almighty as the writer could finish her study. In the process of this research, the writer received help from many people. In this occasion, the writer would like express her gratitude and appreciation to:

1. The Director Graduate School of Sebelas Maret University for approving this thesis.
2. The Dean of Teacher Training and Education Faculty of Sebelas Maret University for his permission to write this thesis.
3. The Head of English Education Department of Graduate School of Sebelas Maret University for his support and guidance in writing this thesis.
4. The first consultant for his patience in providing careful guidance, criticism, suggestion and advice.
5. The second consultant for giving suggestion, feedback and motivation to make this thesis better.
6. The headmaster of SMA Muhammadiyah 2 Yogyakarta for giving permission to conduct the research.
7. The English teacher for helping her during the research at the class.
8. The big family of hers, all friends of magister education class A, and everyone helping the writer complete this thesis.

Finally, the writer hopes that this research will give the benefits for the reader and give benefits in educational research. Any criticism for this thesis is acceptable for the betterment of this thesis.

Surakarta, January 2015

The writer,

Fenti Saktiyani

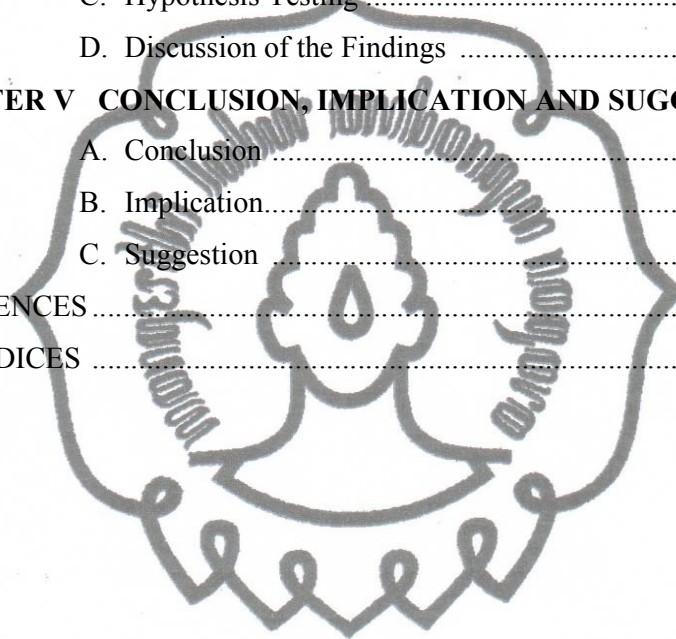
commit to user

TABLE OF CONTENT

TITLE	i
APPROVAL	ii
LEGITIMATION	iii
PRONOUNCEMENT	iv
ABSTRACT	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGMENT	viii
TABLE OF CONTENT	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
 CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Problem Identification	4
C. Problem Limitation	5
D. Research Questions	5
E. Objectives of the Study	5
F. Significances of the Study	6
 CHAPTER II REVIEW OF THEORIES	
A. Speaking	7
1. Definition of Speaking	7
2. Aspects of Speaking	8
3. Skills of Speaking	9
4. Teaching Speaking	12
5. Speaking Assessment	13
B. Group Investigation	17
1. Definition of Group Investigation	17

2. Teaching Steps Using Group Investigation.....	18
3. The Advantages of Group Investigation	21
4. The Disadvantages of Group Investigation	22
C. Direct Instruction	23
1. Definition Direct Instruction	23
2. Teaching Steps Using Direct Instruction	24
3. The Advantages of Direct Instruction	28
4. The Disadvantages of Direct Instruction	28
D. Teaching Speaking using group investigation compared to direct instruction	29
E. Review of Self-Confidence	30
1. Definition of Self-Confidence	30
2. Aspects of Self-Confidence	31
3. Characteristics of High and Low Self-Confidence	33
F. Review of Relevant Studies	34
G. Rationale.....	39
H. Hypothesis.....	42
CHAPTER III RESEARCH METHODOLOGY	
A. Context of the Study	36
1. Setting of the research.....	36
2. Time of the research	36
B. Research Method	37
C. Population, Sample, and Sampling Technique.....	39
1. Population.....	39
2. Sample.....	39
3. Sampling.....	40
D. Techniques of Collecting Data	41
1. Speaking Test	42
2. Readability of Speaking Test	43
3. Questionnaire	43
E. Techniques of Analyzing Data	45

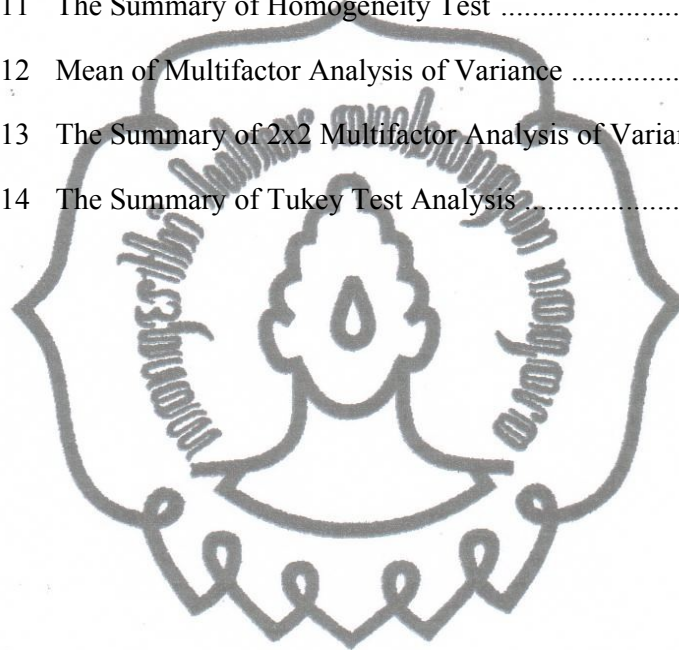
1. Normality Test	45
2. Homogeneity Test	46
3. Hypothesis Testing	47
F. Statistical Hypothesis	49
CHAPTER IV DATA ANALYSIS AND RESEARCH FINDINGS	
A. Data Description	49
B. Data Analysis	59
C. Hypothesis Testing	60
D. Discussion of the Findings	65
CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION	
A. Conclusion	77
B. Implication.....	78
C. Suggestion	79
REFERENCES	81
APPENDICES	85



LIST OF TABLES

Table 2.1	Indicator of Speaking	12
Table 2.2	Proficiency Description	14
Table 2.3	Ur's Criteria Speaking Score	15
Table 2.4	Brown's Criteria Speaking Score	16
Table 2.5	Weir's Criteria Speaking Score	17
Table 2.6	Haris's Criteria Speaking Score	18
Table 2.7	The Differences of Teaching Steps between Group Investigation and Direct Instruction	30
Table 2.8	Indicators of Self-Confidence	33
Table 3.1	Schedule of the Research	46
Table 3.2	Factorial Design 2x2	48
Table 3.3	The Group Classifying	51
Table 3.4	Criteria Speaking Score	52
Table 3.5	Readability of Speaking Test	53
Table 3.6	Design for ANOVA	56
Table 4.1	Materials of Teaching Speaking	62
Table 4.2	Frequency Distribution of the Students' Speaking Score Taught Using Group Investigation	64
Table 4.3	Frequency Distribution of the Students' Speaking Score Taught Using Direct Instruction	65
Table 4.4	Frequency Distribution of the Students' Speaking Score Having High Self-Confidence	66
Table 4.5	Frequency Distribution of the Students' Speaking Score Having Low Self-Confidence.	67
Table 4.6	Frequency Distribution of the Students' Speaking Score Having High Self-Confidence Taught Using Group Investigation	68

Table 4.7	Frequency Distribution of the Students' Speaking Score Having Low Self-Confidence Taught Using Group Investigation	69
Table 4.8	Frequency Distribution of the Students' Speaking Score Having High Self-Confidence Taught Using Direct Instruction	70
Table 4.9	Frequency Distribution of the Students' Speaking Score Having Low Self-Confidence Taught Using Direct Instruction	71
Table 4.10	The Summary of Normality Test	72
Table 4.11	The Summary of Homogeneity Test	73
Table 4.12	Mean of Multifactor Analysis of Variance	74
Table 4.13	The Summary of 2x2 Multifactor Analysis of Variance	74
Table 4.14	The Summary of Tukey Test Analysis	76



LIST OF FIGURES

Figure 4.1	Histogram and Polygon of the Students' Speaking Score Taught Using Group Investigation	61
Figure 4.2	Histogram and Polygon of the Students' Speaking Score Taught Using Direct Instruction.	62
Figure 4.3	Histogram and Polygon of the Students' Speaking Score Having High Self-Confidence	63
Figure 4.4	Histogram and Polygon of the Students' Speaking Score Having Low Self-Confidence	64
Figure 4.5	Histogram and Polygon of the Students' Speaking Score Having High Self-Confidence Taught Using Group Investigation.....	65
Figure 4.6	Histogram and Polygon of the Students' Speaking Score Having Low Self-Confidence Taught Using Group Investigation	66
Figure 4.7	Histogram and Polygon of the Students' Speaking Score Having High Self-Confidence Taught Using Direct Instruction	67
Figure 4.8	Histogram and Polygon of the Students' Speaking Score Having Low Self-Confidence Taught Using Direct Instruction.....	68

LIST OF APPENDICES

Appendix 1 Research Instrument

Appendix 1.1	Syllabus of Speaking	101
Appendix 1.2	Lesson Plan for Experimental Class	120
Appendix 1.3	Lesson Plan for Control Class	173
Appendix 1.4	Blue print of Self-Confidence (before conducting try out)	226
Appendix 1.5	Self-confidence questionnaire (before conducting try out).....	227
Appendix 1.6	Blue print of Self-Confidence (after conducting try out)	231
Appendix 1.7	Self-confidence questionnaire (after conducting try out)	232
Appendix 1.8	Readability of speaking test	235
Appendix 1.9	Result of readability of Speaking test	236
Appendix 1.10	The instrument of Speaking test	237
Appendix 1.11	Scoring Rubric of Speaking test	237

Appendix 2 Result of Instrument Try Out

Appendix 2.1	Validity of self-confidence questionnaire	238
Appendix 2.2	Reliability of self-confidence questionnaire	244

Appendix 3 The result of the Research

Appendix 3.1	The score of experimental class	250
Appendix 3.2	The score of control class	251
Appendix 3.3	Descriptive Analysis	252
Appendix 3.4	Normality Test	260
Appendix 3.5	Homogeneity Test	268
Appendix 3.6	ANOVA	269
Appendix 3.7	Tukey Test	270

Appendix 4. The Permission Letter

Appendix 4.1	The Permission Letter	271
--------------	-----------------------------	-----